**K-5 Math Lesson Plan**

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| **Teacher:**  **Claxton School** | | | **Grade:**  **2nd** | | | **Date(s)**:  **Day 1** |
| **Unit Title:**  Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**   * How do I compose numbers up to 1,000? * How do you know the value of a number? * How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school  supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.   * document camera * 100s boards * colored counters | | **Student:**   * Colored chips * Hundreds charts * Paper * Pencils * Assorted seashells * Numbered unifix cubes | | | * place value * hundreds * tens * ones * skip count * counting on | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.2  *Count within a 1,000; skip count by 5’s, 10’s, and 100’s (This is for Task 1. The following are the standards to be posted for the whole unit along with 2.NBT.2)*  2.NBT.1  Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones. (Correlates to NCSCOS Math Objective 1.01a)  2.NBT.3  Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)  (Correlates to NCSCOS Math Objective 1.01b)  2.NBT.4  Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits,  using >, =, and < symbols to record the results of comparisons.  (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**  I can skip count by 2s, 5s, and 10s to 100. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher talks about starting to collect seashells and grouping them into 2s, 5s, and 10s  Teach *Ringo Rango Tingo Tango* (relate to beach theme) to engage students in counting by 2s, 5s, and 10s. | | | | | |
| **Teacher Directed:** Using a large or overhead 100s board 1- 100 (but have the following boards ready). Place a chip on 40 and have students tell you to count by 5’s and place a chip on each number. Do the same for 10s. When they get to 100, ask student to tell you what’s next. Remove the overhead and put the 101 – 200 board and do the same. Continue to do this until they get to the end of each board. Have children tell about the patterns they see. | | | | | |
| **Guided Practice:** Assign students to groups where they will count by 2s, 5s, or 10s. With a small group, using hundreds charts, students will take turns counting by 2s (Sparkle Game). After 1 minute students will count by 5s, and then 10s. When students have completed all tasks groups will come together and repeat *Ringo Rango*. | | | | | |
| **Independent Practice:** Students will be given ablank 100s chart. They will circle all numbers counting 2s, put an **X** on numbers counting by 5s, and color yellow numbers counting by 10s. Discuss patterns with a partner. Teacher will monitor and scaffold as necessary. | | | | | |
| **Closing/Summarizing Strategy:** Students will come and share the patterns that they discovered for each number and explain why some numbers have multiple marks. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students will use journal to write the numbers from 1 to 100 in an organized way * Students will explain what they learned about patterns in skip counting. * Family connections (How do I use skip counting?) | | | * Have students use the base ten blocks and count by tens and 100s, making note of the number that is in the tens/hundreds digit. * Have students put numbered unifix cubes in order (2s, 5s, and 10s). * Count beans and group them by tens/fives. Put into baggies and then count the total. * 100s board puzzles for students to put in order. | | | * Have beans/beads or small objects for students to count to 10 by 1s. Then group each 10 in a bag so students can count by tens. * Count pennies into groups of 2s, 5s, and 10s. |
| **Assessment(s):** Pre-assessment (in Unit plans) | | | | | | |
| **Teacher Reflection:** (Next steps?) *To be completed after observing students work.* | | | | | | |